

Research article

Principal Leadership Strategy in Islamic Educational Institutions During the COVID-19 Pandemic

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ORCIDEni Fariyatul Fahyuni: <https://orcid.org/0000-0003-0701-7027>**Abstract.**

Principal leadership is an important factor affecting the quality of Islamic educational institutions, especially during the COVID-19 pandemic. Educators were overwhelmed with the sudden shift to digital and remote learning. Principals as leaders were required to ensure the smooth functioning of the institution and the learning process. As a result, the workload increased and the performance, in most cases, decreased. This article describes the leadership strategy utilized by the principals of the Islamic educational institutions during the COVID-19 pandemic. A systematic literature review was conducted against the ongoing theme of COVID-19. The researchers documented and reviewed 30 articles published between 2017 and 2021 that were accessed from Google Scholar, SINTA, and Science Direct. Some studies showed that principals' leadership in Islamic educational institutions played an important role in schools' learning activities during the COVID-19 pandemic. The principal should conduct strategy management to fortify the school so that the quality of education is maintained.

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1. Introductions

Leadership can be defined as a person's ability and readiness to influence, guide, or organize others to perform actions to achieve common goals or goals. [1]. [2] The process of carrying out leadership in Islamic institutions carried out by a principal in an educational institution is not always able to run smoothly; of course, a leader is required to be able to adjust to changing environmental conditions; one example is the COVID-19 pandemic. [3] Principals have different ways of delivering actions to change the quality of each school's education. This principal's actions as management can help improve teacher performance in realizing changes in teacher abilities. [4]

As the leader in the school, the principal is fully responsible for learning activities in the school because the principal plays a role in leading, directing, taking policies that

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will implement, and controlling the course of the institution's education. The principal also has a very important role in maintaining the quality of education. [5] Quality of achievements obtained from challenges carried out in an organization or institution. As a functional teacher, the principal is assigned to lead a school where there is the interaction between the teacher who gives the lesson and the student who receives the lesson. The principal, as a manager, is required to motivate the performance of his subordinates. In this case, the teacher is the spearhead of its implementation. [6]. Principals and teachers must be able to devise the right strategy so that the school's vision, mission, and educational goals can be achieved even in the situation of the COVID-19 pandemic. The principal's duties before and after the COVID-19 pandemic are very different. The principal's duties before the pandemic refer to previous and present years during the pandemic, and the principal is required to manage the strategy of his leadership program.

Teacher performance is important to consider and evaluate because teachers carry out professional tasks that can only be done with certain competencies acquired through educational programs. To improve the principal's performance and be a good role model, it must also be able to empower educators in the school he leads. [7] in the midst of the Corona Virus Disease Outbreak 2019 (COVID-19) restricting community activities and breaking the chain of the spread of COVID-19,[8][9], the Government is advising the public to do what is called physical distancing, which is to maintain distance, not crowd in activities. Avoid gatherings that bring people into the crowd. [9] In addition to urging the public not to crowd, the Government of Indonesia implements a Work From Home policy. The Work From Home (WFH) policy uses existing technology media such as Google Meet, Zoom Meeting, and Google Class Room. This is a challenge for a leader, the principal. [10] [11] The question of the study is to describe what leadership strategies should principals in Islamic Educational Institutions implement during the COVID-19 pandemic?

2. Methods

This scientific article was compiled using the Systematic Literature Review (SLR) method. Sourced from <http://www.prisma-statement.org>. In this method, researchers review and identify journals in a structured manner, following the steps that have been set in each process. This systematic review has been conducted using procedures modified adopting the PRISMA (Optional Items for Systematic Review and Meta-Analysis) design. There are five initial search steps, advanced search, feasibility, inclusion, and analysis.

The purpose of a systematic literature review is to provide answers to the research questions described in the introduction. To complete the study, researchers collected journal articles from Google Scholar, SINTA, Science direct, and DOAJ. The keywords are the principal's leadership, Islamic Institutions, the COVID-19 pandemic. Journal articles with a period between 2017-2021 to capture newly published literature on methodologies adopted in the systematic review.

Stage 1 (Initial search): 420 results were found by searching all databases using keywords: "Leadership," "Principal," "Islamic Institution," and "Pandemic-19 COVID"

Stage 2 (Further search): After initial screening, 420 results are filtered by date range, publication type, and journal type. It found that 55% of papers (189) of phase 1 were irrelevant because they were less in keeping with the title abstract. Only 231 papers were processed into other processes.

Stage 3 (Eligibility): Results 231 are reduced to 42 by analyzing the abstract of an article or journal.

Stage 4 (Inclusion): All remaining papers (42) are recorded in a structured and systematic format. The papers have now been read, and the final weeding process eliminates all but 30 papers.

Stage 5 (Analysis): Profiling tables are created for 30 sources deemed relevant to the research topic and kept for detailed analysis (table 1)

3. Finding and Discussion

The first activity carried out was to conduct a literature review of the declining performance of teachers during the COVID-19 and [4] pandemics. Furthermore, the principal's leadership in the Islamic Educational Institution during the COVID-19 pandemic made a big contribution. [12], this review shows that the condition of the COVID-19 pandemic, a teacher should always prepare limited face-to-face learning, prepare learning materials online and semi-online, and always maintain body stability to be healthy, this is what causes lethargy and loss of teachers' spirit and student learning interests [13] In addition, the phenomenon of saturation of students learning from home is also experienced by parents who have to teach their children to study at home in addition to work. make a living. . This is contrary to the purpose of learning in schools where learning can meet directly with the teacher can not be implemented, and a teacher cannot be sure related to understanding the material to students and controlling his worship activities directly. [13] [14] [15]

The principal is a professional or teacher who is given the task of leading a school. The school becomes a place of interaction between teachers who give lessons, students who receive lessons, parents as hope, graduate users as recipients of satisfaction. [16] [17] [18] The challenges facing Islamic educational institutions must continue to improve educational institutions. An Islamic educational institution must have the good quality to maintain its existence and survive in competitive competitions such as the COVID-19 pandemic with various other institutions, both with fellow Islamic educational institutions and with public education institutions, [19] Islamic Educational Institutions are obliged to actualize all Islamic teachings properly, a leader in an Islamic Institution is obliged to run an Educational Institution based on the Quran and As-sunnah [20] [21]

From the table above shows that in the current situation of the Covid-19 pandemic, the spirit of devotion and loyalty of the principal is certainly needed in encouraging the rise of participation of school residents and stakeholders, [23] In the current situation of cooperation of all school residents so that the teaching and learning process runs smoothly because children urgently need the attention and assistance of parents when online learning, especially during the use of internet-based platforms. [25]

Some steps in building Islamic institution management, one of which still includes elements of active and fun learning during the COVID-19 pandemic, namely:

A total of 12% in journals [4],[15],[18],[27] refer to the results of indicators analyzing the results of student achievement to determine the level of progress and conformity of learners' learning outcomes with the basic standards of competence and competence that have been set. 20% of journals refer to journals [2],[7],[9],[14],[22]. [29] refers to the indicator of giving encouragement and appreciation to all components of Islamic Educational Institutions such as educators, education personnel, learners, and parents. Encouraging teachers is also conveyed so that obstacles and problems can be overcome properly; the principle in Islamic institutions must be able to make policy strategies. In the indicator, in the indicator, 25% of journals [1][3],[5],[10][11][17],[20]. Because not all teachers can operate online platforms and have means such as quota availability at all times, and this is where the role of the principal provides IT-based training. As many as 25% in journals [3],[6],[8],[11],[12],[24],[26],[30] with indicators curriculum adjustment, teaching and assessment principals at Islamic Educational Institutions must be flexible in applying curriculum and learning according to emergencies, and this is especially important considering the learning carried out by teachers and students using distance learning. And as much as 18% of those shown in the journal [1],[5], [10],[14],[19],[22],[27] whose indicators build cooperation with parents and health agencies. Create a parent survey related to the learning agreement that the Government will implement to provide

TABLE 1: References of Principal Leadership Strategy in Islamic Educational Institutions During the COVID-19 Pandemic.

Headmaster Leadership Strategy in Islamic Education Institutions During the COVID-19 Pandemic	Analyze student achievement results	Give encouragement and appreciation to all components of the school	Conducting online training (PJJ platform)	Curriculum adjustment, teaching, and assessment	Building cooperation with parents and health agencies
Leadership Communications During Covid-19 [1]			√		√
Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Kinerja Guru Pada Smp Islam Terpadu Al-Fityan Kabupaten Aceh Besar [2]		√			
Problematika Pendidikan Islam pada Masa Pandemi Covid-19 (Penelitian Yayasan Pesantren Mahasiswa An-Nur Surabaya [3]			√	√	
Principal's Management Competencies in Improving the Quality of Education [4]	√			√	
Adapting to Teaching and Learning During Covid-19: A Case of Islamic School's Initiative of Self-regulated Learning [5]			√		√
Headmaster Leadership Strategy in Islamic Education Institutions During the COVID-19 Pandemic	Analyze student achievement results	Give encouragement and appreciation to all components of the school	Conducting online training (PJJ platform)	Curriculum adjustment, teaching, and assessment	Building cooperation with parents and health agencies
Kepemimpinan Kepala Sekolah Dalam Meningkatkan Mutu Pembelajaran di Era Pandemi Covid 19 [6]				√	
Three Principles to Support Teacher Effectiveness During COVID-19 [7]		√	√		
The COVID-19 pandemic and its effects on teacher education [8]			√		
Philippine Teachers' Practices to Deal with Anxiety amid COVID-19 [9]		√			
Strategi Kepala Madrasah Dalam Menentukan Kebijakan Pembelajaran Era Covid 19 Studi Kasus Kepala Madrasah Ibtidaiyah NW Pondok Gedang [10]			√		√
Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany [11]			√	√	

TABLE 1: References of Principal Leadership Strategy in Islamic Educational Institutions During the COVID-19 Pandemic.

Permasalahan Pendidikan Islam di Lembaga Pendidikan Madrasah," Islam. J. Ilmu-Ilmu Keislam [12]				√	
The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia [13]	√		√		
Disharmony of Parents and Children in an Online Learning during the Covid-19 Pandemic in Indonesia [14]		√			√
Leadership Succession for Tomorrow's Schools [15]	√			√	
Konsep Kepemimpinan Kepala Sekolah [16]				√	
Pengaruh covid-19 terhadap konflik dan stres organisasi lembaga pendidikan islam [17]			√		
Karakteristik Perilaku Kepemimpinan Kepala Sekolah Dan Budaya Sekolah Di Sekolah Dasar, [18]	√	√			
Headmaster Leadership Strategy in Islamic Education Institutions During the COVID-19 Pandemic	Analyze student achievement results	Give encouragement and appreciation to all components of the school	Conducting online training (PJJ platform)	Curriculum adjustment, teaching, and assessment	Building cooperation with parents and health agencies
Pengaruh Covid-19 terhadap Penerapan Pendidikan Karakter dan Pendidikan Islam, [19]				√	√
Peluang Dan Tantangan Pengelolaan Lembaga Pendidikan Islam Pada Masa Covid-19 [20]			√	√	
School Management: Characteristics of Effective Principal [21]	√				
Best Practice Leadership of The Principal in Covid-19 Prevention Primary School at SD Muhammadiyah Purbayan [22]		√			√
Leadership competencies and the essential role of human resource development in times of crisis: a response to Covid-19 pandemic [23]		√			
Analysis of the Principal's Role in Improving the Quality of Primary School Management [24]	√			√	
Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran [25]			√	√	

TABLE 1: References of Principal Leadership Strategy in Islamic Educational Institutions During the COVID-19 Pandemic.

Transformational Leadership for Improving Teacher's Performance During the Covid-19 Pandemic [26]		√			√
Keep Safe, Keep Learning: Principals' Role in Creating Psychological Safety and Organizational Learning During the COVID-19 Pandemic [27]		√			√
The Principal's Leadership in Improving the Quality of Education [28]	√	√			
Calm during crisis: principal school approaches crisis management during the COVID-19 pandemic [29]			√		√
Characteristics of the principals, teachers, and students in an effective school [30]	√				√

regulations that can be implemented and cooperate with health agencies to overcome COVID-19.

4. Conclusion

Based on the results of research and discussion can be concluded as follows: The competence of the principal is one of the competencies that must be mastered by the principal in various situations, especially in the COVID-19 pandemic, the headmaster's strategic step in addressing learning in the pandemic period is to analyze the results of student achievement to move all components of education, providing encouragement and appreciation to teachers, students, and parents, as well as conducting online training to get to know distance learning platforms. Adjust curriculum, teaching, and assessment, and build cooperation with parents and health agencies. Using the various measures above, a principal must carry out strategy management to fortify the school so that education activities can still be implemented and the quality of education can increase in the COVID-19 pandemic.

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